

Textbook Alignment to the Utah Core – 3rd Grade Fine Arts – Visual Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 3rd Fine Arts-Visual Arts Core Curriculum

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____ %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: (Making): The student will explore and refine the application of media, techniques, and artistic processes.

Percentage of coverage in the *student and teacher edition* for Standard I: _____ %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____ %

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

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| Objective 1.1: Explore a variety of art materials while learning new techniques and processes. | | | | |
| a. | Practice using skills for beginning drawings; e.g., blocking-in, stick figures, or drawing the action or gesture of a figure. | | | |
| b. | Use simplified forms, such as cones, spheres, and cubes, to begin drawing more complex forms. | | | |
| c. | Paint with complementary color schemes. | | | |
| d. | Make one color dominant in a painting. | | | |
| e. | Create the appearance of depth by drawing distant objects smaller and with less detail than objects in the foreground. | | | |
| f. | Establish more natural size relationships among objects in drawings. | | | |
| g. | Portray cast shadows as falling opposite their source of light. | | | |
| h. | Explore the design possibilities of a 3-D object by examining views of it from many angles. | | | |
| Objective 1.2: Use a broad range of art materials in supporting the visual arts needs at school. | | | | |
| a. | Use as many art materials as possible to help decorate the room. | | | |
| b. | Use new art materials and newly learned techniques and processes to celebrate important days and historical events. | | | |
| Objective 1.3: Handle art materials in a safe and responsible manner. | | | | |
| a. | Ventilate the room to avoid inhaling fumes from art materials. | | | |
| b. | Dispose and/or recycle waste art materials properly. | | | |
| c. | Clean and put back to order art making areas after projects. | | | |
| d. | Respect other students' artworks as well as one's own. | | | |
| STANDARD II: (Perceiving): The student will analyze, reflect on, and apply the structures of art. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for | | Percentage of coverage not in student or teacher edition, but covered in | | |

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| Standard II: _____ % | | the ancillary material for Standard II: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 2.1: Analyze and reflect on works of art by their elements and principles. | | | | |
| a. | Determine how artists create a dominance in their work; e.g., size, repetition, and contrast. | | | |
| b. | Examine significant works of art and point out how the artists have created an illusion or feeling of depth. | | | |
| Objective 2.2: Create works of art using the elements and principles. | | | | |
| a. | Identify dominant elements in significant works of art. | | | |
| b. | Group some significant works of art by a common element or visual characteristic. | | | |
| c. | Discover how an artist has thoughtfully used all of the space within an artwork. | | | |
| d. | Create a work of art that uses all of the space on the paper. | | | |
| e. | Create a work of art that uses contrast to create a focal point. Use that to convey the most important idea or part of the work. | | | |
| STANDARD III: (Expressing): The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 3.1: Explore possible content and purposes in significant works of art. | | | | |
| a. | Explain possible meanings or interpretations of some | | | |

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| | significant works of art. | | | |
| b. | Invent possible stories that may explain what is going on in these same works of art | | | |
| c. | Discuss how an artist's work might be different if it is displayed publicly as opposed to being displayed at home. | | | |
| d. | Describe the difference between crafts and arts; e.g., some crafts have more art in them than other crafts; some crafts are for display and not for practical use. For example, you wouldn't want to cook in some precious ceramic vessels. | | | |
| Objective 3.2: Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for their own artworks. | | | | |
| a. | Group significant works of art according to theme or subject matter. | | | |
| b. | Judge which works of art most clearly communicate through the use of symbols. | | | |
| c. | Create symbols in art that express individual or group interests. | | | |
| d. | Create a work of art that uses a similar subject matter, symbol, idea, and/or meaning found in a significant work of art. | | | |
| e. | Select some art for public display around the school. | | | |
| STANDARD IV: Contextualizing: The student will interpret and apply visual arts in relation to cultures, history, and all learning. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 4.1: Compare the arts of different cultures to explore their similarities and diversities. | | | | |
| a. | Describe why different cultures may have used different materials to create their arts and crafts. | | | |

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| b. | Hypothesize why homes and buildings have generally become larger in modern times. | | | |
| Objective 4.2: Connect various kinds of art with particular cultures, times, or places. | | | | |
| a. | Predict how a work of art or a craft can be connected to an ancient culture. | | | |
| b. | Describe why a local craft or art form looks like it was made in your area. | | | |
| Objective 4.3: Recognize the connection of visual arts to all learning. | | | | |
| a. | Use a visual arts form as a help in expressing an idea in a non-art subject; e.g., a science project, the writing of a poem, a social studies project. | | | |
| b. | Create a tableau using body shapes invented in dance with elements and principles learned in art. <ul style="list-style-type: none"> Strategy example: Group the brightest shirt colors of participants to make a focal point, overlap some participants with others to create a sense of depth, arrange participants to form a variety of lines. | | | |
| c. | Explore personality or achievements of famous people by examining a significant portrait of them. | | | |

Suggested masterworks and artists for third grade:

"Factory Worker" by Mahonri Young

"Channel Three" by Edith Roberson

"Riders of the Range" by Paul Salisbury

"The Cradle" by Berthe Morisot

"My Gems" by William Harnett

"Enamel Saucepan" or other works by Pablo Picasso

"Man in the Golden Helmet" and other works by Rembrandt van Rijn

"La Grande Jatte" by Georges Seurat

"Summertime" by Romare Bearden

Any significant work of art with which the teacher is familiar and appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.